**LEAD21 Program Overview: What does differentiated reading instruction look like?**

The key elements of this program (and of literacy instruction) consider these 5 ideas. Write the word that completes each letter of the LEAD21 acronym (p. 6-9)

L E A D 21

What leveling system is used to differentiate between students who read at different levels? (p. 10)

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What types of scaffolding are used to differentiate instruction for students? (p. 11 & 22) Label and briefly describe the purpose of each. Then, circle the two intended to specifically “enrich” learning and put a square around those intended to “remediate”.

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How does the program’s use of themes across the grade levels relate to our class discussions about big ideas, inquiry, and standards-based instruction? (p. 18-19)

How is literacy instruction and classroom inquiry structured with respect to grouping over the course of the week? (p. 20-21)

And how are the weeks structured to connect with the monthly big idea? (p. 20-21)

How is small group work organized over the course of a day? (p. 23)

What is this program’s philosophy about reading comprehension (key elements and ways of teaching)? (p. 28-29)

How are leveled texts and thematic inquiry used to link students together as one community while still offering texts and tasks appropriate for each individual learner? (p. 30-31)

**Quick write:** Sum up what you think is most important to think about as you plan literacy instruction that addresses both the individual needs of students and important literacy standards. (on your own)